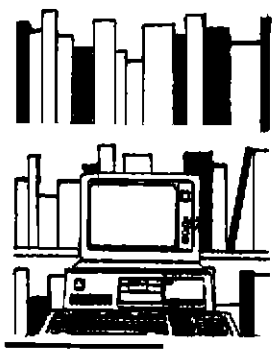


LIBRARY AND INFORMATION SERVICES EDUCATION IN CALIFORNIA

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

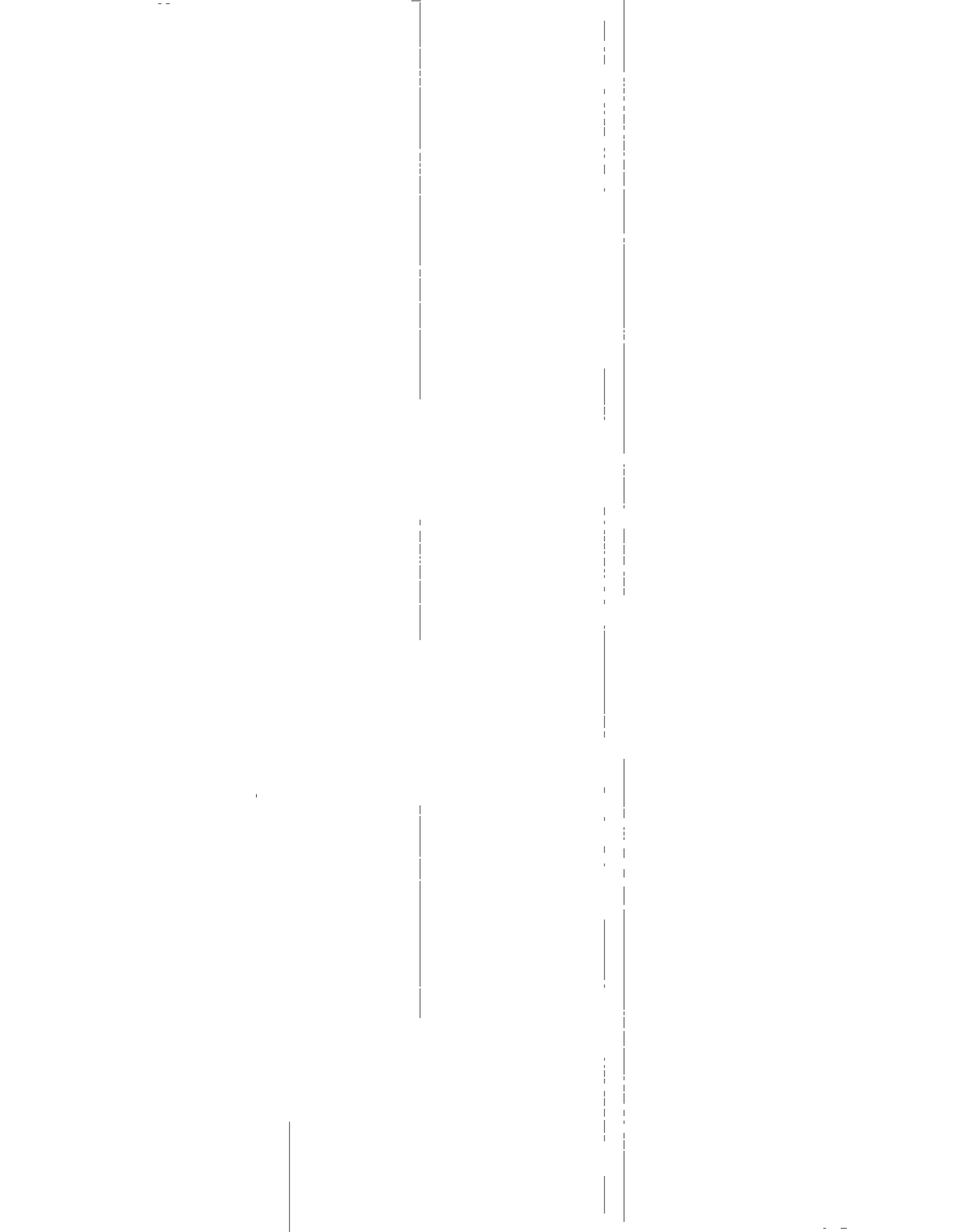
OCTOBER 1993 COMMISSION REPORT 93-20

SUMMARY

In July 1993, California's Intersegmental Program Review Council -- consisting of curriculum experts from the State's major systems of higher education -- asked the California Postsecondary Education Commission to study the issue of preparation for the field of library and information services At that time, the possibility existed that the State might lose much of its capacity to offer graduate work in this field due to the pending reorganization and potential disestablishment of two of the State's three graduate programs — those at the Berkeley and Los Angeles campuses of the University of California (The only other graduate program in the State is offered by San Jose State University)

In this report, the Commission staff looks at State and national job markets for librarians and issues related to library school closures, program viability, and challenges facing library and information service programs in the future In examining these issues from an intersegmental and statewide perspective, the staff has hoped that the report will help the campuses and systemwide offices reach appropriate decisions regarding the future of the programs

The staff presented the report to the Intersegmental Program Review Council at its September 29, 1993, meeting and to the Educational Policy and Programs Committee of the Postsecondary Education Commission at its October 25, 1993, meeting Further information about the report may be obtained from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938



LIBRARY AND INFORMATION SERVICES EDUCATION IN CALIFORNIA

A Report to the Intersegmental Program Review Council from the Staff of the California Postsecondary Education Commission

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street • Suite 500 • Sacramento, California 95814-2938

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

COMMISSION REPORT 93-20
PUBLISHED OCTOBER 1993

Contributing Staff Kevin G Woolfork

"The informational resources
are exploding while
our budget is imploding.
We are sort of going backward
while information technology
is going forward."

-- Jeff Pudewell,
Director of Main Library
Services and Administration,
University of California, Berkeley (1993)

CONTENTS

DISPLAYS

LIBRARY AND INFORMATION SERVICES EDUCATION IN CALIFORNIA

THE University of California, Los Angeles, is considering closing its Graduate School of Library and Information Sciences and offering a "downsized" master of library science degree through its Graduate School of Education The University's Berkeley campus has suspended admission to its School of Library and Information Studies, awaiting a decision about its reorganization Scaling back these graduate programs would have implications for the State's ability to meet its need for trained librarians and other information specialists to serve the public, educational institutions, state and local government, and private business and industry Following the closure in 1986 by the University of Southern California of its graduate program in library science, California has had only one other graduate program in the field the one operated by San Jose State University on its own campus and, as a continuing education program charging full costs, at California State University, Fullerton

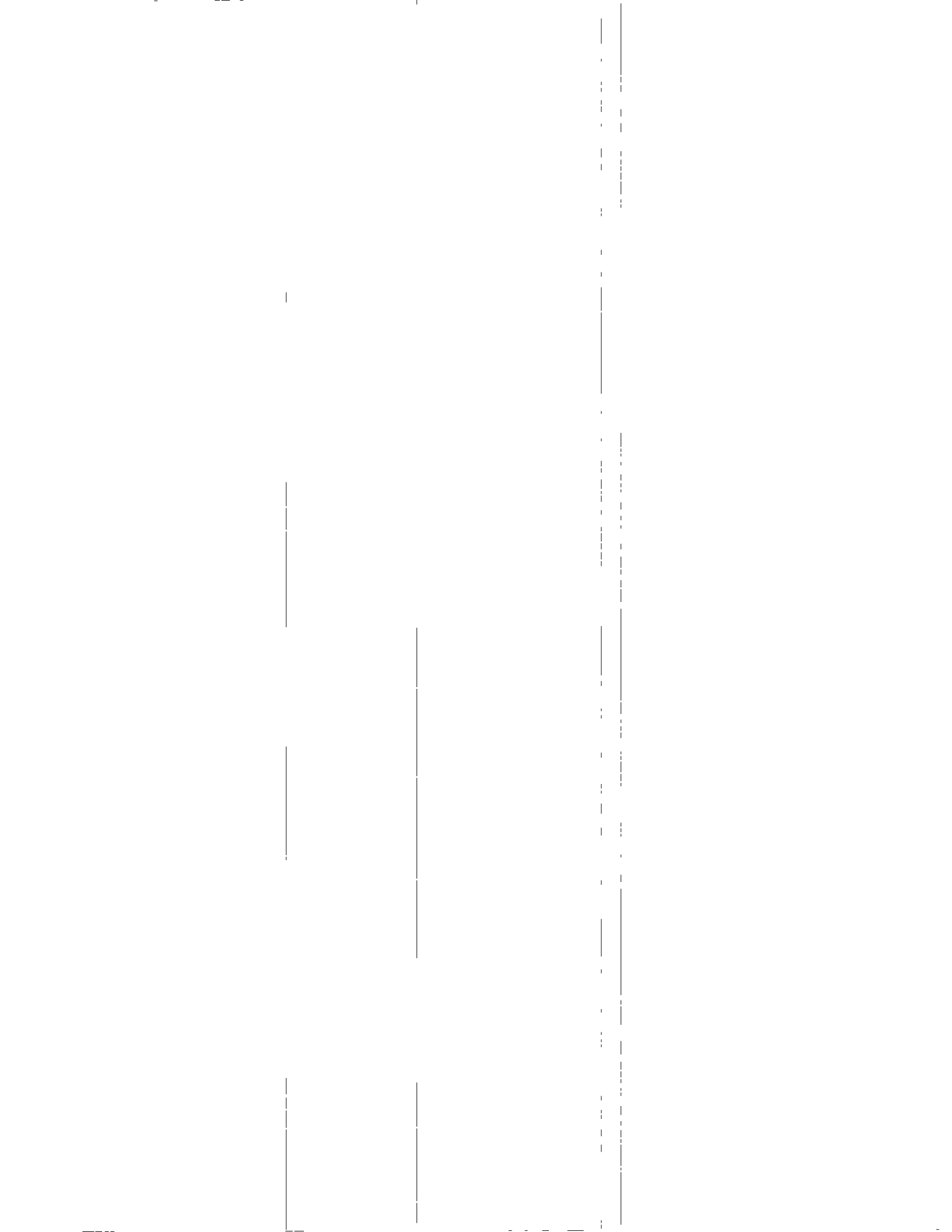
As a result of these developments at the University of California, this report examines issues in library and information services education in California from a national perspective It identifies library school closings throughout the country, explores the anticipated job market for holders of master's degrees in library and information services, provides information on recent job placements and salaries of holders of these degrees, describes the UCLA, Berkeley, and San Jose programs, and then discusses a number of issues regarding the education of librarians and information specialists, including factors involved in the closure of library schools elsewhere in the nation and instruction in library science at the undergraduate level

Regarding terminology, this report uses the phrase "library and information services" to refer to all professional programs offered by library schools No clear consensus exists on terminology in the field, and both "library and information science" and "library and information studies" are commonly employed in referring to programs leading to such degrees as the master in library science (MLS) and the master in library and information studies (MLIS) Of necessity, this report focuses on those programs and the preparation of information service professionals for California through the early twenty-first century, rather than attempting to cover the much broader topic of the future of information science at large over the long run

' this report focuses on the preparation of information service professionals for California through the early twenty-first century rather than attempting to cover the much broader topic of the future of information science at large over the long run "

Library school closings

Only 47 American colleges and universities offer graduate programs in library and information service that are accredited by the Committee on Accreditation of the American Library Association -- the recognized accrediting agency for the field These 47, which are listed in Display 1 on page 2, constitute fewer than three-fourths



DISPLAY 1 American Colleges and Universities Offering Accredited Graduate Programs in Library and Information Services, 1993

Catholic University of America, School of Library and Information Science (Washington, D C)
Clarion University of Pennsylvania, College of Communication, Computer Information Science, and Library Science (Clarion)
Clark University, School of Libraries and Information Studies (Atlanta)
Drexel University, College of Information Studies (Philadelphia)
Emporia State University, School of Library and Information Management (Emporia, Kansas)
Florida State University, School of Library and Information Studies (Tallahassee)
Indiana University, School of Library and Information Science (Bloomington)
Kent State University, School of Library and Information Science (Kent)
Long Island University, Palmer School of Library and Information Science (Brookville, New York)
Louisiana State University School of Library and Information Science (Baton Rouge)
North Carolina Central University, School of Library and Information Sciences (Durham)
Northern Illinois University, Department of Library and Information Studies (DeKalb)
Pratt Institute, School of Information and Library Science (Brooklyn)
Queens College, City University of New York, Graduate School of Library and Information Studies (Flushing, New York)
Rosary College, Graduate School of Library and Information Science (River Forest, Illinois)
Rutgers - The State University of New Jersey, School of Communication, Information, and Library Studies (New Brunswick)
St John's University, Division of Library and Information Science (Jamaica, New York)
San Jose State University, School of Library and Information Science
Simmons College Graduate School of Library and Information Sciences (Boston)
Southern Connecticut State University, School of Library Science and Instructional Technology (New Haven)
State University of New York at Albany, School of Information Science and Policy
State University of New York at Buffalo, School of Information and Library Studies
Syracuse University, School of Information Studies
Texas Women's University, School of Library and Information Studies (Denton)
University of Alabama, School of Library and Information Studies (Tuscaloosa)
University of Arizona, School of Library Science (Tucson)
University of California, Berkeley, School of Library and Information Studies
University of California, Los Angeles, Graduate School of Library and Information Science
University of Hawaii, School of Library and Information Studies (Honolulu)
University of Illinois, Graduate School of Library and Information Science (Urbana/Champaign)
University of Iowa, School of Library and Information Science (Iowa City)
University of Kentucky, College of Library and Information Science (Lexington)
University of Maryland College of Library and Information Services (College Park)
University of Michigan, School of Information and Library Studies (Ann Arbor)
University of Missouri, Columbia, School of Library and Informational Science
University of North Carolina, School of Information and Library Science (Chapel Hill)
University of North Carolina at Greensboro, Department of Library and Information Studies
University of North Texas, School of Library and Information Sciences (Denton)
University of Oklahoma, School of Library and Information Studies (Norman)
University of Pittsburgh, School of Library and Information Science
University of Puerto Rico, Escuela Graduada de Bibliotecologia y Ciencia de la Information (San Juan)
University of Rhode Island, Graduate School of Library and Information Studies (Kingston)
University of South Carolina, College of Library and Information Science (Columbia)
University of South Florida, Division of Library and Information Science (Tampa)
University of Southern Mississippi, School of Library Science (Hattiesburg)
University of Tennessee, Graduate School of Library and Information Science (Knoxville)
University of Texas at Austin, Graduate School of Library and Information Science
University of Wisconsin-Madison, School of Library and Information Studies
University of Washington, Graduate School of Library and Information Science (Seattle)
University of Wisconsin-Milwaukee, School of Library and Information Science
Wayne State University, Library Science Program (Detroit)

Note Besides these institutions, some 35 other American institutions offer graduate library and information science training as part of master of arts or master of education programs and others offer it as part of undergraduate programs Such programs are not eligible for ALA accreditation.

Source American Library Association, 1993

"Within California, the Employment Development Department forecasts a need for 9,790 new librarians over the 13 years, or an average of 753 per year -- a number far larger than the number of students who graduate each year from all three of California's existing schools"

of the number of institutions that offered such programs in the 1970s The recent trend of closures began 16 years ago when the University of Oregon abandoned its Graduate School of Librarianship, but not until Columbia University closed its School of Library Service in 1991 did the trend attract national attention Columbia had created its library school in 1887 under the direction of Melvil Dewey -- creator of the Dewey Decimal System -- and its school was the oldest and, at one time, the most prestigious in the country Its closure sent shock waves through the profession The American Library Association held a symposium on the problem, noting that "for a profession as enamored of analyzing and writing about itself as librarianship, its collective voice has been oddly mute on the subject of the closing of 14 of its graduate education programs in the United States since 1978" ("Perspectives on the Elimination of Graduate Programs in Library and Information Studies," p 259) Display 2 lists those institutions, plus the Fullerton campus of the California State University and Brigham Young University, which dropped its program this summer

DISPLAY 2 American Colleges and Universities That Have Closed Their Graduate Programs in Library and Information Sciences Since 1978

Alabama Agricultural and Mechanical University (Normal), 1981
Ball State University (Muncie, Indiana), 1985[1]
Brigham Young University (Provo, Utah), 1993
California State University, Fullerton, 1979[2]
Case Western Reserve University (Cleveland), 1986
Columbia University (New York), 1991
Emory University (Atlanta), 1988
Peabody College of Vanderbilt University (Nashville), 1983
State University of New York College at Geneseo, 1984
University of Chicago, 1990
University of Denver, 1985
University of Minnesota (St Paul), 1985
University of Mississippi (University), 1984
University of Oregon (Eugene), 1978
University of Southern California (Los Angeles), 1986
Western Michigan University (Kalamazoo), 1983

1 Ball State University has retained its undergraduate library science program.

2 Since Fall 1989, San Jose State University has operated an extension program of its School of Library and Information Science on the Fullerton campus

Source Adapted from Hyman, 1991, p 49

The job market for library school graduates

As of 1990, approximately 149,000 professional librarians were employed in the United States, according to the federal Bureau of Labor Statistics Under the Bureau's mid-range projections, it anticipates a 9 7 percent increase in the number of these positions, or 16,000 more librarian jobs, over the 15-year period between 1990 and 2005 When coupled with anticipated librarian job openings of some 42,000 due to replacements, it expects more than 58,000 librarian positions to be filled in public agencies, academic institutions, and industry over that 15-year period This rate of growth over the 15 years is less than one-third the 29 percent average growth rate for 56 high-skill occupations analyzed by the Bureau, and it is among the lowest four of the 30 listed in Display 3 on page 4 -- with only mathematicians, physicists/astronomers, and farm/home management advisors having lower rates

Within California, the Employment Development Department (1990, pp 30, 33) has projected that the number of professional librarian jobs in the State will grow by 24 5 percent over the 13-year period between 1987 and 2000 -- a growth rate considerably higher than that projected nationally, but yet not as high as California's projected 32 1 percent growth rate for jobs in general Including librarian job openings due to separations, the Department forecasts a need for 9,790 new librarians over the 13 years, or an average of 753 per year -- a number far larger than the number of students who graduate each year from all three of California's existing schools

DISPLAY 3 Civilian Employment for Selected Occupations, Actual 1990 and Projected 2005, Under Low, Medium, and High Scenarios for Economic Growth, with Total Employment Numbers in Thousands and Professional Librarians Highlighted

Occupation	Total Number Employed				Employment Change Between 1990 and 2005					
	Actual	Projected 2005			Number			Percent		
	1990	Low	Moderate	High	Low	Moderate	High	Low	Moderate	High
Architects and surveyors	236	260	284	300	24	48	64	10 2	16 9	27 1
Computer and research analysts										
Actuaries	13	16	18	19	3	5	6	23 1	27 8	46 2
Systems analysts and computer scientists	463	769	829	864	306	366	401	66 1	44 1	86 6
Statisticians	16	16	18	18	0	2	2	0 0	11 1	12 5
Mathematicians and math scientists	22	22	24	25	0	2	3	0 0	8 3	13 6
Operations research analysts	57	92	100	104	35	43	47	61 4	43 0	82 5
Total	571	916	987	1,030	345	416	459	60 4	42 1	80 4
Librarians, archivists, and curators										
Professional librarians	**149**	**152**	**165**	**177**	**3**	**16**	**28**	**2.0**	**9.7**	**18.8**
Curators, archivists, and other	17	20	21	22	3	4	5	17 6	19 0	29 4
Total	166	172	187	200	6	21	34	3 6	11 2	20 5
Life scientists and foresters	174	215	230	241	41	56	67	23 6	24 3	38 5
Physical and social scientists										
Geologists, oceanographers, and other	53	61	65	67	8	12	14	15 1	18 5	26 4
Physicists and astronomers	20	20	21	22	0	1	2	0 0	4 8	10 0
Economists	37	43	45	47	6	8	10	16 2	17 8	27 0
Psychologists	125	193	204	214	68	79	89	54 4	38 7	43 6
Urban planners and other	62	64	71	75	2	9	13	3 2	12 7	18 3
Total	424	524	561	587	100	137	163	23 6	24 4	38 4
Selected health, law, and social workers										
Counselors and selected health workers	1,210	1,444	1,534	1,613	234	324	403	19 3	21 1	33 3
Lawyers, judges, and judical workers	633	798	850	892	165	217	259	26 1	25 5	40 9
Social, recreational, and religious workers	1,049	1,278	1,376	1,460	229	327	411	21 8	23 8	39 2
Total	2,892	3,520	3,760	3,965	628	868	1,073	21 7	23 1	37 1
Teachers, faculty, and other instructors										
Elementary school teachers	1 362	1,538	1,675	1,803	176	313	441	12 9	18 7	32 4
Preschool and kindergarten teachers	425	555	598	636	130	173	211	30 6	28 9	49 6
Special education teachers	332	428	467	503	96	135	171	28 9	28 9	51 5
Secondary school teachers	1,280	1,575	1,717	1,849	295	437	569	23 0	25 5	44 5
Adult vocational education teachers	517	623	669	710	106	152	193	20 5	22 7	37 3
College and university faculty	712	776	846	911	64	134	199	9 0	15 8	27 9
Farm and home management advisors	18	18	19	21	0	1	3	0 0	5 3	16 7
Sports coaches and physical trainers	221	254	274	293	33	53	72	14 9	19 3	32 6
Non-vocational adult education instructors	219	273	289	304	54	70	85	24 7	24 2	38 8
Other instructors	511	586	636	681	75	125	170	14 7	19 7	33 3
Total	5,597	6,626	7,190	7,711	1,029	1,593	2,114	18 4	22 2	37 8

Notes This display does not represent all the high-skill occupations included in the Bureau of Labor Statistics' report, *Outlook 1990-2005*, but instead only selections from among those occupations Some totals and percentages do not equal the sum of applicable rows due to rounding

Source Adapted from U S Department of Labor, 1992, p 67

Part of the reason for the relatively low rates of growth anticipated for librarians both nationally and in California stems from cutbacks in many public services, including public libraries, since the 1980s Nonetheless, these low rates do not include employment opportunities for library and information service specialists who do not work as "librarians" as such or in libraries *per se* -- opportunities that are increasing substantially and likely to continue doing so throughout the next century Because of their training in information management, many library school graduates work in information technology fields as systems analysts, market researchers, operations research analysts, and other specialists As organizations and agencies besides libraries and other traditional providers of information require more specialists in data retrieval and use, more and more employment options besides librarianship will open for library school graduates

A major area in which these graduates may find employment is in information management As an example, in a 1992 report on the U S Department of Energy, the General Accounting Office warned that the department lacked a strong information resources management planning process that tied these resources to some planned, specific outcome It noted the inefficient use of information resources (for instance, overlapping and duplicative information systems) and suggested better planning, direction, and leadership to address this shortcoming Information management has long been a key part of both library operations and graduate library and information science education, and library school graduates are well-trained in information system design and application

The most recent year for which job placement information on library school graduates is available is 1991, and Displays 4 through 9 on the next several pages present statistics from the profession's annual survey on these placements and salaries by gender, region, alma mater, and type of library employing them

Display 4 on page 6 shows the employment status of these graduates and indicates that most of them find library employment More than 80 percent of the graduates surveyed here are so employed Display 4 also shows that women graduates outnumber men by more than three to one

Display 5 on page 7 shows the average full-time salaries received by these graduates and indicates that those graduating from institutions in the northeast earn the highest average salaries, although the west offers the highest median salaries

Display 6 on that same page shows average salaries for starting library positions from 1985 to 1991and indicates that increases in these salaries have outpaced increases in the nation's cost-of-living index

Display 7 on page 8 shows average salaries received by 1991 graduates in various types of libraries It indicates that the highest salaries reported were earned in the category of "other libraries," but the small number of graduates employed by these libraries is small enough to make their ranking suspect The next highest overall median salaries were earned at "special libraries "

Display 8 on page 9 shows the number of employment placements of 1991 gradu-

(text continues on page 10)

DISPLAY 4 Employment Status of 1991 Library Science Graduates, by Type of Placement, Alma Mater's Region of the Country, and Gender

Employment Status	Northeast	Southeast	Midwest	Southwest	West	All Schools
Permanent Professional Placements						
Women	422	226	476	150	113	1,387
Men	134	45	135	42	43	399
Total	556	271	611	192	156	1,786
Temporary Professional Placements						
Women	35	14	28	6	23	106
Men	12	5	7	5	10	39
Total	47	19	35	11	33	145
Nonprofessional Placements						
Women	26	11	39	11	4	91
Men	10	2	4	4	1	21
Total	36	13	43	15	5	112
Total Library Placements						
Women	483	251	543	167	140	1,584
Men	156	52	146	51	54	459
Total	639	303	689	218	194	2,043
Non-Library Placements						
Women	17	9	13	4	8	51
Men	9	4	13	6	5	37
Total	26	13	26	10	13	88
Employment Not Known						
Women	48	20	139	53	0	260
Men	19	6	36	5	0	66
Total	67	26	175	58	0	326
Total, All Categories						
Women	548	280	695	224	148	1,895
Men	184	62	195	62	59	562
Total	732	342	890	286	207	2,457
Percentages						
Library Placements	87 2%	88 5%	77 4%	76 2%	93 7%	83 1%
Non-Library Placements	3 6	3 8	2 9	3 5	6 3	3 6
Employment Not Known	9 2	7 6	19 7	20 3	—	13 3

Note Percentage totals may not sum to 100 due to rounding

Source Adapted from Zipkowitz, 1992, Table 1, p 31

DISPLAY 5 Full-Time Salaries of 1991 Library Science Graduates, by Alma Mater's Region of the Country and Gender

Category		Northeast	Southeast	Midwest	Southwest	West	All Schools
Number of Salaries Known							
	Women	346	194	393	137	82	1,152
	Men	111	38	122	34	33	338
	Total	457	232	515	171	115	1,490
Low Salary							
	Women	$10,000	$13,000	$10,000	$14,000	$10,000	$10,000
	Men	16,000	19,600	12,000	10,000	10,000	10,000
	Total	10,000	13,000	10,000	10,000	10,000	10,000
High Salary							
	Women	$60,000	$44,000	$48,000	$39,500	$49,000	$60,000
	Men	62,500	32,000	55,000	37,500	65,000	65,000
	Total	62,500	44,000	55,000	39,500	65,000	65,000
Average Salary							
	Women	$27,343	$23,863	$24,891	$23,894	$29,307	$25,654
	Men	28,487	24,405	25,613	25,191	30,041	26,811
	Total	27,621	23,951	25,062	24,152	26,811	25,909
Median Salary							
	Women	$26,173	$23,000	$24,000	$23,000	$28,494	$25,000
	Men	27,000	23,733	24,450	24,750	29,900	25,500
	Total	26,400	23,000	24,000	23,500	28,600	25,000

Source Adapted from Zipkowitz, 1992, Table 2, p 31

DISPLAY 6 Average Beginning Salaries for Library Positions, 1985-1991, with Increases Compared to the U S Consumer Price Index

Year	Number of Library Schools	Average Beginning Salary	Dollar Increase in Average Salary	Percent Increase in Average Salary	Comparative Indices Salaries	Price Index
1985	58	$19,753	$962	—	111 6	107 3
1986	54	20,874	1,121	5 67 %	118 0	109 1
1987	55	22,247	1,373	6 58	125 7	113 3
1988	51	23,491	1,244	5 59	132 8	117 7
1989	43	24,581	1,090	4 64	138 9	121 3
1990	38	25,306	725	2 95	143 0	127 0
1991	46	25,583	277	1 09	144 6	134 0

Source Adapted from Zipkowitz, 1992, Table 5, p 35

DISPLAY 7 Salaries of 1991 Library Science Graduates in Five Types of Libraries, by Alma Mater's Region of Country and Gender of Graduate

	Number of Placements	Salaries Known		Low Salary		High Salary		Average Salary		Median Salary		
		Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Total
Public Libraries												
Northeast	153	105	29	$14,500	$18,000	$45,000	$51,000	$24,782	$27,091	$24,600	$25,700	$25,000
Southeast	85	60	15	14,000	19,600	28,080	25,600	22,129	21,999	22,326	22,000	22,000
Midwest	260	163	52	11,200	18,000	34,000	32,100	23,011	23,892	23,000	23,950	23,047
Southwest	58	41	9	14,400	20,000	29,500	26,000	21,640	23,413	21,700	23,500	22,050
West	55	34	6	20,556	21,400	35,000	32,000	27,610	27,794	28,000	27,816	28,000
All Schools	611	403	11	11,200	18,000	45,000	51,000	23,590	24,644	23,000	24,000	23,400
K-12 School Libraries												
Northeast	124	97	6	10,400	16,000	60,000	62,500	29,115	36,783	27,600	34,350	28,000
Southeast	96	72	3	14,500	23,000	38,000	28,000	24,691	24,981	24,000	23,944	24,000
Midwest	122	72	4	10,650	26,000	42,124	27,000	26,775	26,484	26,000	26,468	26,000
Southwest	45	37	2	17,500	22 500	32,591	24,500	25,222	23,500	25,000	23,500	25,000
West	22	17	2	25,000	41 000	49,000	42,000	32,782	41,500	30,000	41,500	30,297
All Schools	409	295	17	10 400	16,000	60,000	62,500	27,187	32,169	26,000	26,635	26,000
College and University Libraries												
Northeast	120	60	37	14,096	17,000	42,000	38,000	25,406	25,976	25,500	26,000	26,000
Southeast	74	37	13	13,000	20,000	35,000	32,000	23,814	25,659	23,400	24,000	23,500
Midwest	164	69	36	12,000	12,000	36,000	42,000	25,009	26,306	25,000	25,000	25,000
Southwest	55	33	13	15,000	10,000	39,500	35,000	23 469	25,662	22,500	22,200	22,500
West	39	12	14	19,008	22,500	36,696	65,000	27,694	31,087	26,250	29,294	28,094
All Schools	452	211	113	12,000	10,000	42,000	65,000	24,824	26,468	24,000	25,000	25,000
Special Libraries												
Northeast	125	70	34	10,000	21,500	45,000	43,000	29,232	29,656	30,000	29,500	30,000
Southeast	38	22	4	15,653	20,000	34,354	29,750	24,323	25,054	23,970	25,234	24,470
Midwest	126	73	19	11,040	18,900	48,000	32,423	27,553	25,455	26,000	24,200	25,709
Southwest	33	23	8	16,500	25,200	38,000	37,500	27,002	28,478	26,000	27,395	26,789
West	35	12	6	21,600	18,000	33,000	32,772	27,825	25,845	27,900	25,650	27,800
All Schools	357	200	71	10,000	18,000	48,000	43,000	27,738	27,818	27,000	27,000	27,000
Other Libraries												
Northeast	30	13	5	25,000	26,280	53,000	53,000	35,142	37,256	34,000	37,000	34,500
Southeast	16	6	3	24,000	29,000	44,000	30,000	29,892	29,557	28,175	29,670	29,000
Midwest	41	15	11	18,000	19,000	29,252	55,000	24,252	31,431	25,000	28,000	25,013
Southwest	8	3	2	17,500	25,000	20,000	32,000	19,167	28,500	20,000	28,500	20,000
West	15	7	4	27,000	30 500	48,000	50,000	34,410	37,125	34,000	34,000	34,000
All Schools	110	44	25	17,500	19,000	53,000	55,000	29,508	33,048	27,000	30,500	28,000

Source Adapted from Zipkowitz, 1992, Table 4 p 33

DISPLAY 8 Employment Placements of 1991 Library Science Graduates in Four Types of Library, by Alma Mater and Gender

Institution	Public Libraries		K-12 Libraries		College and University Libraries		Special and Other Libraries		All Libraries		
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Total
University of Alabama	11	4	4	0	9	2	5	0	29	6	35
Brigham Young University	6	0	2	0	3	8	0	0	11	8	19
University of California, Berkeley	**12**	**4**	**4**	**0**	**8**	**5**	**10**	**4**	**34**	**13**	**47**
University of California, Los Angeles	**20**	**4**	**0**	**0**	**6**	**3**	**14**	**4**	**40**	**11**	**51**
Catholic University of America	4	0	5	0	3	3	9	11	21	14	35
Clarion University of Pennsylvania	8	1	10	0	9	2	2	0	29	3	32
Clark University	1	1	2	0	3	4	3	1	9	6	15
Columbia University	4	1	0	0	5	6	8	7	17	14	31
Drexel University	14	8	9	1	11	6	11	5	45	20	65
Emporia State University	22	1	31	2	11	3	11	3	75	9	84
Florida State University	11	1	6	3	4	2	7	3	28	9	37
University of Hawaii	6	2	14	0	3	4	6	3	29	9	38
University of Illinois, Urbana/Champaign	8	3	1	0	24	9	4	0	37	15	52
Indiana University	34	8	6	0	20	5	12	4	72	17	89
University of Iowa	8	2	2	1	4	1	7	2	21	6	27
Kent State University	33	17	10	1	8	4	8	3	59	25	84
University of Kentucky	8	3	13	0	10	7	4	3	35	13	48
Louisiana State University	13	2	8	0	4	3	6	6	31	11	42
University of Michigan, Ann Arbor	19	3	0	0	14	6	27	5	60	14	74
University of Missouri, Columbia	18	2	4	0	2	4	12	2	36	8	44
North Carolina Central University	7	1	8	0	0	1	4	0	19	2	21
University of North Carolina, Chapel Hill	8	2	3	0	11	3	7	3	29	8	37
University of North Carolina at Greensboro	2	1	26	0	6	0	1	0	35	1	36
University of North Texas	19	3	10	0	12	6	1	4	42	13	56
Northern Illinois University	12	6	8	0	0	1	4	1	24	8	32
University of Oklahoma	6	1	14	1	3	0	1	0	24	2	26
University of Pittsburgh	4	0	5	0	7	5	3	1	19	6	25
Queens College, City University of New York	9	6	5	1	3	2	5	3	22	12	34
University of Rhode Island	10	0	13	1	6	1	7	1	36	3	39
Rosary College	35	5	16	2	7	3	10	5	68	15	83
Rutgers The State University of New Jersey	35	12	18	1	11	10	28	7	92	30	122
St Johns University	8	2	3	0	1	1	10	2	22	5	27
Simmons College	27	0	8	0	16	5	25	7	76	12	88
University of South Carolina	9	4	23	1	11	6	5	2	48	13	61
Southern Connecticut State University	13	2	13	1	2	2	5	3	33	8	41
University of South Mississippi	5	1	10	0	2	0	0	0	17	1	18
State University of New York at Albany	12	3	29	2	9	4	6	2	56	11	67
State University of New York at Buffalo	5	2	13	1	7	1	5	0	30	4	34
University of Tennessee	5	0	4	0	6	1	5	1	20	2	22
University of Texas at Austin	11	5	14	1	18	11	22	8	65	25	90
Texas Woman's University	15	1	7	0	8	2	4	1	34	4	38
University of Washington	10	0	4	2	9	2	5	5	28	9	37
Wayne State University	19	6	10	4	8	1	10	3	47	14	61
University of Wisconsin-Madison	4	3	12	0	8	5	6	2	30	10	40
University of Wisconsin-Milwaukee	3	4	6	0	5	1	9	1	23	6	29
Total	553	137	413	26	337	161	354	131	1,657	455	2,113

Note California Postsecondary Education Commission data from the University of California indicate that Berkeley graduated 89 master's degree candidates in 1991 and UCLA graduated 82

Source Adapted from Zipkowitz 1992, Table 3, p 32

ates by individual library school in four types of libraries, with the University of California's two schools highlighted (Similar placement data from the same annual survey for San Jose State University are unavailable) These data indicate that Berkeley and UCLA placed 47 and 51 graduates, respectively, in library positions, with public libraries being their most common employer This display also shows that the three universities with the largest number of library placements in 1991 were, in descending order, Rutgers with 122, Texas at Austin with 90, and Indiana with 89

'graduates of the two University of California schools earned among the most of all, with the median of Berkeley ranking highest at $30,490 and UCLA ranking third at $28,844 -- outranked only by Hawaii at $30 000 "

Display 9 on the opposite page shows the average full-time salaries earned by 1991 graduates of the 45 schools As can be seen, graduates of the two University of California schools earned among the most of all, with the median of Berkeley ranking highest at $30,490 and UCLA ranking third at $28,844 -- outranked only by Hawaii at $30,000 (While not all University of California graduates are employed in the State, part of these high rankings may be due to California's comparatively high cost of living and salary ranges in general)

Because of the likelihood that special libraries will employ an increasing number of library school graduates in the future, Display 10 on page 12 shows employment placement statistics on 1991 graduates working in these libraries, and Display 11 shows average salaries received by graduates in different types of special libraries in 1985 -- the latest year for which these data are available Display 10 shows that children's and youth service libraries within schools and public libraries now account for the largest number of employment opportunities in special libraries, but it also illustrates the wide range of other special libraries, from those in law, medicine, and the armed forces to those in business corporations and other private-sector agencies These libraries tend to be small in number of staff, despite the large clientele they serve For example, most private-sector organizations with their own libraries employ a staff of only one or two librarians, while a staff of seven or eight librarians may serve as the central information resource of a large corporation As Display 11 indicates, salaries in these corporate libraries tend to be the highest among all special libraries With the economy moving increasingly toward information-intensive employment, opportunities in corporate and other private-sector information service centers are likely to continue to increase throughout the foreseeable future

California's programs in library and information service

As noted earlier, only three California universities have offered graduate library and information services education programs in recent years -- Berkeley, UCLA, and San Jose State

University of California, Berkeley

The Berkeley campus of the University of California first offered library instruction in 1902 as a summer program and in 1918 offered it during the regular academic year within the College of Letters and Science In 1921, it created a department of librarianship, which evolved within five years into a graduate school offering a one-year certificate program in librarianship From 1928 through 1958, it offered a two-year curriculum leading to a master of arts in library studies In 1947, the school

DISPLAY 9 Placements and Full-Time Salary Ranges of 1991 Library Science Graduates, by Alma Mater and Gender

Institution	Number of Placements	Low Salary		High Salary		Average Salary		Median Salary		
		Women	Men	Women	Men	Women	Men	Women	Men	Total
University of Alabama	32	$18,925	$19,600	$29,800	$28,500	$22,800	$23,133	$22,750	$23,000	$22,750
Brigham Young University	18	19,008	21,800	34,500	32,000	25,258	23,816	24,500	24,050	24,300
University of California, Berkeley	**41**	**21,000**	**21,400**	**48,000**	**65,000**	**31,388**	**34,344**	**30,000**	**30,700**	**30,490**
University of California, Los Angeles	**36**	**22,000**	**22,500**	**36,868**	**28,688**	**29,757**	**25,551**	**29,500**	**25,508**	**28,844**
Catholic University of America	28	19,000	17,000	32,500	41,750	25,823	28,304	25,750	27,691	26,145
Clarion University of Pennsylvania	25	10,000	17,000	31,000	24,000	21,485	20,733	22,400	21,200	21,850
Clark University	15	25,000	22,500	35,186	24,750	30,093	23,625	30,093	23,625	24,875
Columbia University	27	19,200	25,260	53,000	37,000	32,538	30,927	28,500	28,500	28,500
Drexel University	56	15,500	20,000	45,000	51,000	28,007	31,573	27,000	29,000	27,711
Emporia State University	83	19,000	—	30,000	—	25,102	—	25,000	—	25,000
Florida State University	33	18,000	20,500	33 971	32,000	23,420	26,750	22,975	28,000	23,000
University of Hawaii	17	20,556	27,000	49 000	30 500	31,102	28,750	30,000	28,750	30,000
University of Illinois, Urbana/Champaign	35	10,650	22,000	32,500	33,000	23,488	24,904	24,000	23,540	24,000
Indiana University	80	11,040	18,500	46,000	55,000	23,560	27,877	23,266	25,000	23,720
University of Iowa	24	18,720	24,000	32,250	36,000	25,476	28,135	26,185	25,655	26,185
Kent State University	77	16,000	18,000	38,000	48,000	25,290	25,652	23,906	23,750	23,906
University of Kentucky	48	18,000	22,000	31,000	33,000	23,937	26,615	24,000	2,600	24,750
Louisiana State University	35	18,500	22,000	34,354	28,000	23,749	25,239	21,500	25,717	22,274
University of Michigan, Ann Arbor	63	18,000	21,600	48,000	32,000	26,433	24,677	25,500	24,000	25,000
University of Missouri, Columbia	42	20,000	21,000	39,000	32,423	24,685	24,832	24,000	23,000	23,658
North Carolina Central University	21	19,500	20,000	32,400	25,600	21,406	22,800	23,800	23,800	23,800
University of North Carolina Chapel Hill	37	19 185	20 100	44,000	29,670	24,635	24,654	23,800	23,192	23,500
University of North Carolina at Greensboro	33	14,500	21,750	30,000	21,750	23,492	21,750	23,500	21,750	23,250
University of North Texas	48	14,400	20,000	29,439	35,000	22,324	26,890	22,000	27,600	22,214
Northern Illinois University	32	16,000	12,000	42,124	24,200	24,996	20,963	24,700	23,250	23,800
University of Oklahoma	24	17,500	22,500	25,000	22,500	22,452	22,500	22,500	22,500	22,500
University of Pittsburgh	23	14,096	18,400	37,000	53,000	25,664	27,800	25,000	23,600	24,395
Queens College, City University of New York	30	22,000	20,000	52,000	36,000	31,279	26,689	27,000	26,100	26,280
University of Rhode Island	24	19,400	16,000	42,000	26,000	26,337	21,000	23,500	21,000	23,500
Rosary College	78	13,150	21,600	41,000	40,000	25,138	27,100	24,000	26,150	24,200
Rutgers - The State University of New Jersey	100	24,000	21,800	54,891	62,500	29,251	28,253	28,000	26,000	27,250
St Johns University	24	10,400	26,000	60 000	27 000	31,300	26,333	28,000	26,000	27,550
Simmons College	76	13,000	21 500	35 000	31,700	24,502	26,030	24,600	26,300	25,000
University of South Carolina	55	13,000	20,000	38,000	30,000	24,312	24,109	23,900	23,733	23,733
Southern Connecticut State University	26	16,000	20,636	44,820	47,000	28,666	30,439	28,695	28,500	28,695
University of South Mississippi	18	17,875	22,000	30,000	22,000	20,984	22,000	20,102	22,000	20,476
State University of New York at Albany	46	19,000	18,000	40,000	43,000	27,214	29,854	26,000	29,068	26,500
State University of New York at Buffalo	18	17,000	28,337	37,884	28,337	26,295	28,337	24,929	28,337	25,000
University of Tennessee	13	17,000	—	37,750	—	25,767	—	24,600	—	24,500
University of Texas at Austin	80	18,500	20,000	39,500	37,500	25,814	25,623	25,000	24,750	25,000
Texas Women's University	31	16,500	10,000	32,591	26,000	23,599	19,000	22,500	21,000	22,250
University of Washington	21	21,600	18,000	32,500	42,000	26,538	32,462	25,438	35,386	26,124
Wayne State University	45	19 000	19,600	40 000	28,000	25,696	24,039	24,600	25,000	24,600
University of Wisconsin-Madison	35	15,000	22,000	30,000	33,000	23,240	25,683	24,000	25,425	24,250
University of Wisconsin-Milwaukee	20	17,000	19 000	33,500	26,000	25,879	22,283	25,000	22,100	24,250

Source Adapted from Zipkowitz, 1992, Table 4, p 33

DISPLAY 10 Placements of 1991 Library Science Graduates in Special Libraries, by Gender

Type of Special Library	Women	Men	Total
Government Jurisdictions			
State libraries	7	1	8
Other government agencies except Veterans Administration hospitals	6	4	10
National libraries	8	5	13
Armed Services libraries	2	1	3
Overseas agencies, including Armed Services	0	0	0
Library Science			
Advanced study	3	2	5
Teaching	0	0	0
Other			
Children's services (school libraries)	0	0	0
Children's services (public libraries)	32	1	33
Youth services (school libraries)	20	3	23
Youth services (public libraries)	114	12	126
Law	28	11	39
Business (finance, insurance, banking)	23	8	31
Medicine and nursing	16	4	20
Science and technology	13	8	21
Systems analysis and automation	14	7	21
Audiovisual and media centers	9	3	12
Bibliographic instruction	7	2	9
Hospitals including Veterans Administration hospitals	7	2	9
Rare books, manuscripts, archives	11	6	17
Research and development	3	0	3
Communications industry (advertising, newspaper, etc)	2	1	3
Other (continued)			
Government documents	1	1	2
Information services (nonlibrary)	2	7	9
Historical agencies and archives	4	6	10
Religion (seminaries, theological schools)	3	2	5
Art and museum	4	3	7
Databases (publishing, servicing)	6	1	7
Outreach activities and services	5	1	6
Social sciences	0	1	1
Indexing	0	0	0
Records management	1	1	2
Networks and consortia	0	0	0
Freelance	1	3	4
Pharmaceutical	5	4	9
Professional associations	0	0	0
Technical writing	2	1	3
International relations (including area studies)	0	0	0
Maps	0	0	0
Bookstore	2	1	3
Genealogical	0	0	0
Services to the handicapped	0	1	1
Theatre, motion pictures, dance, music	3	3	6
Correctional institutions	1	0	1
International agencies	0	3	3
Total Special Placements	365	120	485

Source Adapted from Zipkowitz, 1992, Table 6, p 35

DISPLAY 11 Annual Average Salaries of Librarians Employed in Special Libraries in 1985, by Gender

Type	Number	Percent	Men	Women	Total
Medical	46	34 0 %	$26,500	$22,400	$23,400
Legal	12	9 0	*	24,800	25,700
Science	22	16 0	30,300	27,600	26,700
Corporate	35	26 0	29,300	27,100	27,300
Other	20	15 0	23,600	24,500	24,100
Total	135	100 0%	$27,100	$24,700	$25,200

* Too few respondents to average and report, without violating confidentiality

Note Number includes some survey respondents who did not provide salary data

Source Detlefsen and Olson, 1990, p 300

replaced its certificate program with a fifth-year baccalaureate program, and in 1955 it discontinued that program and established its master of library science program

In 1954, Berkeley authorized Ph D and D L S programs, and in 1973 it authorized a post-master's certificate In 1976, its library school was formally renamed the School of Library and Information Studies, and in 1980 it retitled the master's and doctoral program degrees to include the phrase "information studies " In 1989, the school received renewed accreditation from the American Library Association for its master's degree program, and that same year, the campus began a review of the operation of the school In 1991, the school discontinued its doctor of library and information studies program, although it retained its doctor of philosophy program, and this past February, Berkeley's Academic Planning Board recommended that the school be reorganized and that a review group be formed to develop a clearer definition of the field and recommend a suitable administrative and programmatic structure for the school's programs by this November Since this past February, admission to the school has been suspended, while campus financial support for the school has been maintained at its previous level

In its vision statement, Berkeley's School of Library and Information Studies has described its primary focus as "information systems" -- that is, "providing an interface between the information and its consumer" (1993, Section 1) The school's doctoral program is interdisciplinary, geared toward the preparation of faculty and researchers Students supplement its offerings with coursework from complementary programs in related fields Its master's program prepares librarians and other information professionals As one would anticipate, the school places a heavy emphasis on research, with its chief areas of investigation being information retrieval theory and information system design, modeling, use, users, and evaluation

Display 12 on the next page provides information on the employment status and salaries of 1987, 1990, and 1991 graduates of Berkeley's program following commencement As can be seen, more graduates have been employed in public libraries than in other libraries or agencies during each of the three years, median salaries have increased over the years from $25,380 to $32,000, and median salaries of public librarians have remained consistently lower than those of other librarians

Like other schools of library and information service, Berkeley has taken steps to increase its enrollment of students from historically underrepresented groups, and between Fall 1988 to Fall 1991 it increased its proportion of these students from 13 to 26 percent (As of 1991, according to Gomez, 88 5 percent of the nation's public and academic library staff was White, 6 1 percent was Black, 3 4 percent was Asian or Pacific Islander, 1 8 percent was Latino, and 0 2 percent was Native American) In 1990, a group of professional librarians formed the Northern California Recruitment Committee to help Berkeley recruit and mentor underrepresented students The Committee has used informational programs, workshops, and individual counseling to encourage potential candidates to attend the school, it has assisted in job placement, and it has formed a network of graduates and other professionals who work on the promotion of multicultural values and programs in California libraries

DISPLAY 12 *Employment Placements and Starting Salaries of Graduates of the University of California, Berkeley School of Library and Information Studies, 1987, 1990, and 1991*

Year	Employment Status	Number	Starting Salaries Low	High	Median
1987	Professional Employment				
	Academic Librarian	13	n a	n a	$25,800
	Public Librarian	17	n a	n a	20,328
	Special Librarian	13	n a	n a	24,960
	Systems Analyst, etc	8	n a	n a	34,200
	Other Professional Employment	0			
	Paraprofessional Employment	5			
	Full-Time Student	2			
	Not Seeking Employment	0			
	Seeking Employment	4			
	Employment Status Not Reported	27			
	Total	89		Median of the Medians	$25,380
1990	Professional Employment				
	Academic Librarian	16	$21,035	$34,000	$30,000
	Public Librarian	17	20,300	38,700	27,880
	Special Librarian	15	24,080	40,000	29,500
	Systems Analyst, etc	2	27,500	31,000	29,258
	Other Professional Employment	0			
	Paraprofessional Employment	5			
	Full-Time Student	4			
	Not Seeking Employment	2			
	Seeking Employment	2			
	Employment Status Not Reported	33			
	Total	96		Median of the Medians	$29,379
1991	Professional Employment				
	Academic Librarian	14	$23,000	$65,000	$32,000
	Public Librarian	17	20,000	32,000	28,058
	Special Librarian	9	24,000	33,000	28,903
	Systems Analyst, etc	6	28,000	50,000	33,500
	Other Professional Employment	5	26,415	45,000	38,507
	Paraprofessional Employment	12			
	Full-Time Student	4			
	Not Seeking Employment	3			
	Seeking Employment	3			
	Employment Status Not Reported	19			
	Total	92		Median of the Medians	$32,000

Source Adapted from School of Library and Information Studies, University of California, Berkeley, 1993, Section 14

University of California, Los Angeles

The University of California, Los Angeles, established its Graduate School of Library and Information Sciences in 1958 The school's master's degree program in library science was first accredited in 1962, the school was authorized to initiate a post-master certificate program in 1968, and it opened a program leading to the doctorate in library and information sciences in 1976 In addition to those programs, it has offered three other master's degrees MLS/MBA, MLS/MA-History, and MLS/MA-Latin American Studies

This past June, a committee charged with restructuring UCLA's professional schools recommended transferring certain functions of the school to the Graduate School of Education but disestablishing the library and information sciences program On August 17, however, UCLA's Chancellor Charles Young stated that "we are optimistic that a plan will emerge to enable UCLA to offer a downsized Master of Library Science degree under the administrative auspices of the Graduate School of Education " Faculty in both the library and education schools are currently working on developing this plan, which would have to be approved by UCLA's Academic Senate to be implemented

To increase enrollment of historically underrepresented groups, in 1986, the school launched the National Association to Promote Library Services to the Spanish-Speaking (REFORMA) -- a mentoring program that seeks to pair Latino students with Latino librarians in the hopes of encouraging more Latino students to apply for admission The mentors locate potential candidates among the UCLA student body, give them information about the library program, and assist interested students through the program's admissions process The project enjoyed initial success The number of Latino students entering the school doubled from five in Fall 1987 to ten in Fall 1990, and as of that fall, eight of the school's 15 Latino students were paired with mentors through the project In 1991, the school developed a similar mentor program for Black students with the California Librarians Black Caucus, but with the disestablishment of the school, the future of these programs is in question

San Jose State University

San Jose State University has offered graduate instruction in library science since 1928 Prior to the establishment of its Graduate School of Library and Information Science in 1968, the program was offered within the School of Education The new school's program was accredited by the American Library Association in 1969 The program leads to the master of library science degree and to careers in public elementary and secondary school, higher education, and special libraries, including industry, medicine, and law

The three chief goals of the school are

- To prepare students in the program leading to the master of library science degree to function effectively as information management professionals in libraries, information centers, and related environments in a multicultural and diverse society,

- To contribute to the improvement of the information professions and the university community through the School's service, and
- To promote research that supports the School's mission

In the Fall of 1989, a decade after the closure of the library school at California State University, Fullerton, and through the financial assistance of the Pasadena Public Library Foundation, San Jose's school opened a branch program on the Fullerton campus, which is located about 40 miles southeast of downtown Los Angeles The academic requirements for students, faculty qualifications, and courses offered at Fullerton are the same as on the San Jose State campus, and Fullerton students receive their master of library and information science degrees from San Jose State The major difference between the Fullerton and San Jose offerings is that the Fullerton program is operated as an extension program, in that all of its direct costs are borne by its students It receives no State General Fund support other than the use of Fullerton campus facilities and some administrative services provided by the California State University to all of its 20 campuses

During 1992-93, the San Jose State campus enrolled approximately 142 full-time-equivalent students, while the Fullerton campus enrolled some 65, for an estimated total of 207 full-time-equivalent students Both programs enroll many adult students who work full time and attend on a part-time basis Display 13 below details previous years' fall term full-time-equivalent enrollments on both campuses along with the total number of degrees awarded

During Fall 1992, a team from the Committee on Accreditation of the American Library Association examined the San Jose State program and, in January of this year, the Committee voted to continue its accreditation of the program Among the suggestions of the Committee, however, was that the school clarify the focus of its program, should it be geared more toward librarians or toward other information

DISPLAY 13 *Full-Time-Equivalent Enrollment and Number of Graduates in San Jose State University's Master of Library and Information Sciences Program at San Jose and Fullerton, 1989-90 Through 1991-92*

	1989-90		1990-91		1991-92	
Category	Number	Percent	Number	Percent	Number	Percent
San Jose Campus	128 4	75 6%	144 5	67 4%	177 8	65 0%
Fullerton Campus	41 5	24 4	69 8	32 6	95 8	35 0
Total	169 9	100 0%	214 3	100 0%	273 6	100 0%
Full-Time Students	57 0	33 5%	81 0	37 8%	95 0	34 7%
Part-Time Students	112 9	66 5	133 3	62 2	178 6	65 2
Total	169 9	100 0%	214 3	100 0%	273 6	100 0%
Number of Graduates	95		116		202	

Source San Jose State University Graduate School of Library and Information Science

professionals, and should it emphasize more practical or more theoretical education In part, the practical/theoretical dilemma has to do with the Fullerton portion of the program, where more students attend part time than on the main campus The Committee also noted several areas in which Fullerton students appear to be disadvantaged relative to San Jose campus students, including counseling, assessment of performance and progress, stable financial support, and physical resources and facilities, and the Committee recommended that improvements be made in those Fullerton operations

Enrollment and degree production of west coast programs

Display 14 below shows headcount enrollments and degrees awarded between 1988 and 1992 at the four library schools operating in the three west-coast states -- Berkeley, UCLA, San Jose State, and the University of Washington in Seattle (Similar data are unavailable on the two other schools in the western United States -- those at the University of Arizona and the University of Hawaii *) This display shows that enrollments in both of the University of California's library schools have fallen off in the past four years, while San Jose State's enrollment has climbed substantially and that of the University of Washington, which offers only one general degree

DISPLAY 14 *Head-Count Enrollments and Degrees Conferred in Library Science Programs at the Four West Coast Universities Offering Such Programs, 1988 Through 1992*

Category, Institution, and Level of Program							Five-Year Change	
Enrollment		Fall 1988	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Number	Percent
Berkeley	Master	144	133	161	144	134	-10	- 7%
	Doctorate	32	40	26	29	28	-4	-12%
UCLA	Master	182	194	161	169	134	-48	-26%
	Doctorate	18	15	15	19	28	+10	+56%
San Jose State	Master	236	253	255	321	324	+88	+37%
University of Washington	Master	n a	183	176	207	193	+10	+6%
Degrees Conferred		1987-88	1988-89	1989-90	1990-91	1991-92	Number	Percent
Berkeley	Master	93	93	78	89	90	-3	-3%
	Doctorate	1	7	1	3	3	+2	+200%
UCLA	Master	74	73	93	82	90	+16	+11%
	Doctorate	1	2	2	1	3	+2	+200%
San Jose State	Master	94	72	95	116	171	+77	+82%
University of Washington	Master	79	79	101	76	102	+23	+29%

Source California Postsecondary Education Commission staff analysis

* Prior to 1988, Arizona State University offered master's of arts and master's of education programs with a specialization in library science that were not eligible for ALA accreditation, but it suspended admissions to its programs that year and now offers no library programs As noted earlier, this past summer Brigham Young University disestablished its ALA-accredited program in library and information science

in library education -- the master of librarianship -- has remained relatively constant Since admission to Berkeley's school was suspended as of this fall and UCLA plans to "downsize" its program, it seems likely that San Jose State will become the main provider of postbaccalaureate instruction in library science on the west coast

Ratings of the University of California's schools

Some sense of the quality of the University's two library schools can be derived from rankings of American and Canadian schools that offer both master's and doctoral degrees in library and information science Over the past 13 years, Herbert S White of Indiana University has conducted three surveys of directors of academic research libraries and faculty members of library schools -- most recently in 1992 He asked these two groups to rank the schools on three criteria their "providing the highest-quality education for librarianship and information science" at the (1) master's and (2) doctoral levels, and (3) the contribution of their faculty "to the advancement of the profession through research, publication and leadership " The recent responses of both educators and administrators were highly favorable to Berkeley and UCLA On the three criteria combined, the administrators of academic libraries ranked UCLA third out of all 24 schools that offer both master's and doctoral programs -- behind only Michigan and Illinois -- and Berkeley tied for fifth place with Pittsburgh, while North Carolina at Chapel Hill was in fourth place The faculty members ranked UCLA fourth on the three criteria combined -- behind Illinois, Syracuse, and Chapel Hill, and they ranked Berkeley tenth of the 24, after Indiana, Wisconsin-Madison, Michigan, Rutgers, and Pittsburgh

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Display 15 below shows Berkeley's and UCLA's rankings on each of the three criteria by the two groups White himself notes the problems inherent in rankings based upon perceptions, but these ranking show that UCLA and Berkeley are held in high esteem by research library administrators and other library educators

DISPLAY 15 Rankings of Berkeley's and UCLA's Library Schools Among 24 Such Schools on Three Criteria by Two Groups of Library Professionals, 1992

	Rankings by Academic Research Library Administrators				Rankings by Library School Faculty Members			
School	Quality of Master's Program	Quality of Doctoral Program	Contribution of Faculty	Total	Quality of Master's Program	Quality of Doctoral Program	Contribution of Faculty	Total
Berkeley	5	6	7 tie	5 tie	10	3	10	10
UCLA	2	3	4	3	6	9	2 tie	4

Source White, 1993, pp 176-183

Issues of program viability

While much has been written about the closing of individual library schools, little thorough examination of the causes of these closures occurred until late in the 1980s Until then, most closures were attributed to economic factors, such as the recession and cutbacks in social programs, and the impact that these factors have had on enrollments and the job market for librarians When the major economic recession of the early 1980s swept through the nation -- taking millions of jobs and much of the tax base with it -- local and state governments were forced to make significant re-

ductions in social services Ohio, Pennsylvania, Michigan, and other states were hard hit by closings of auto plants and steel plants, New England lost major industries and saw property values plummet, and Texas suffered from a sharp drop in oil prices and revenues Higher education institutions, along with social service agencies, suffered from this retrenchment and were forced to initiate selective program reductions Library programs were among the most vulnerable for wholesale elimination, as opposed to retrenchment or consolidation, in that they were seen as being less than necessary to the long-term welfare of their institutions In many institutions, enrollments in graduate library programs were declining, and despite national increases in full-time-equivalent enrollments at library schools, the number of master's degrees they awarded was dropping

Yet recent studies of library school closings indicate that academic institutions are not immune to using prospective financial stringency to spur closures that would otherwise be difficult to justify While economic viability is an obvious factor in decisions to retain or eliminate programs and schools, other factors are involved as well Budgetary shortfalls are often used as the reason for program closures, but these closures are probably less driven by budget problems than rationalized by them

recent studies of library school closings indicate that academic institutions are not immune to using prospective financial stringency to spur closures that would otherwise be difficult to justify While economic viability is an obvious factor in decisions to retain or eliminate programs and schools, other factors are involved as well "

For instance, Marion Paris concludes in a report entitled "Library School Closings Four Case Studies" (1988), that the political environment in which these four schools existed was as important in their closure as their economic environment The schools had maintained low political profiles within their institutions and, as such, were not highly thought of by institutional administrators and academic colleagues in other departments and schools Thus, when the institutions began to scrutinize their activities during budget crises, these schools were thought to be "weak sisters" that the universities could jettison in a climate of retrenchment and reallocation According to Paris, "the closings were not retrenchment decisions but political ones Said one of the vice presidents interviewed, 'I never closed anything as an austerity move' " (p 89)

Part of the problem was that the library schools had not fared well in battling the old, sexist perceptions of librarianship As Paris observed (ibid)

> library schools are easy prey because of their largely female, low-status constituencies Parallels have been drawn with nursing, social work, and education, female-dominated fields whose education programs have also been cut

What has happened with these schools is common in the private sector, where corporations use economic downturns to tighten their operations by shedding operations seen as unprofitable -- even if the immediate fiscal crises are not, in and of themselves, genuinely serious enough to warrant such substantial changes

Evidence of the lack of clout of these schools can be found in how little influence library school alumni carry when an institution is considering closing their school, as compared with alumni of some other schools One faculty member refers to it as the "Princeton syndrome" (*"Columbia Treads Carefully . "*, 1990), whereby wealthy alumni of powerful graduate programs such as law, business, or medicine

can be counted upon to defend their programs against closure during tight budgets to the detriment of low-prestige programs that graduate lower-earning-power practitioners

In another study, Richard K Gardner argues that the small size of library schools and their lack of a history of conducting basic theoretical research as opposed to practical professional studies tend to adversely impact the view of them held by others in their institutions (1987, p 38)

> There is no tradition of research in many schools, no encouragement is given to faculty who wish to embark upon it But even where a desire to do research exists, the basic problem of the small size of most library school faculties remains

Gardner also concludes that the lack of integration of library school courses with similar courses in other departments, as well as the independence sought by many library program faculty -- within schools headed by their own deans, rather than in departments headed by chairs -- has often led to isolation and a lack of understanding on the part of the larger campus as to the schools' contributions to the institutions' overall mission Thus, when budget cutting time arrives, library programs are in danger because university decision makers, not closely exposed to the school, may see its programs as being only tangential to institutional priorities

"when budget cutting time arrives library programs are in danger because university decision makers, not closely exposed to the school, may see its programs as being only tangential to institutional priorities"

An illustration of this isolation involves newly evolving information technologies In some universities, departments and schools of business, communications, and computer science -- and even offices of institutional research -- have tended to be more aggressive and better equipped than schools of library and information services to take advantage of advances in information collection and dissemination technology and in securing domain over some of this equipment -- leaving university administrators with the problem of determining the role that the library school should play with these other units in technological development and use Even technologies for information dissemination, such as distance learning, through which local and state public libraries serve rural areas, are often housed in units far removed from library and information services

In 1992, Karen Ceppos applied organizational research methods to her study of a large number of library schools to determine the factors common to those that had survived over a long period of time Her research took into account the structure of the schools and their larger institutions, institutional type and support, enrollment trends, school leadership and staff diversity, faculty self-perceptions, perceptions of the school by other faculty, and other factors -- even, for instance, the life cycle of the schools and their institutions, for the reason that as organizations mature, they tend to become more institutionalized and less innovative She found that survivability over the long term related to a school's ability to innovate -- defined as the need for change when there is a perceived gap between performance and expectation -- but she noted that this innovation must be moderate in nature, in that the most innovative schools were not necessarily the best survivors Schools with steady enrollment increases that were located in publicly governed institutions tended to survive the longest, but in order to grow in enrollments and resources, schools had to

be well-perceived by campus faculty and administrators Schools that survived tended to be more politically astute in developing and implementing survival strategies, evidencing strength in areas where other schools tend to be weak, including research and publication, representation on institutional committees, and political activity as necessary

As survival strategies for endangered library schools, Ceppos suggests increasing visibility on campus, building cross-departmental coalitions within the institution and bridges to constituencies outside the institution, becoming entrepreneurial, and developing an incremental approach to curriculum innovation and program development

In sum, even though the proximate reason for library school closures may involve strained institutional finance, library schools in general appear to do an inadequate job, or at least have a hard time, of making their own case -- be it the quality of their programs, the research done by their faculty members, or their centrality to the mission of their institutions

Challenges facing library and information service programs

Library and information service programs, like virtually all professional programs, are criticized in opposite ways by practitioners of the profession and academics On the one hand, professionals in the field often believe that library schools have discarded an emphasis on hands-on, operational library skills in favor of theory and high-tech computer-driven information science On the other, critics in academe tend to believe that library schools generally lack a sufficient theoretical research base and are slow to adapt to change, such as integrating information science developments into the curriculum -- lamenting that much of what library schools label "information science" is merely computer literacy training

curriculum planners face several challenges that appear particularly urgent (1) the place of graduate programs in professional preparation, (2) the relation of these programs to new technologies and new occupations, and (3) the effective structuring of program offerings

These viewpoints highlight the identity crisis that exists for all occupational programs where the expectations of practicing professionals and academics are both high and typically at cross-purposes Despite the continual efforts of academics at curricular refinement and reform, such differences of opinion will probably never be resolved in library and information services And education for library and information service faces many other challenges similar to those in other fields -- among them, recruitment of the most able and widely diverse students, expansion of continuing education for practitioners in the field, and replacement of aging faculty

Within library and information services, however, curriculum planners face several challenges that appear particularly urgent Three of them are discussed in the remaining pages of this report (1) the place of graduate programs in professional preparation, (2) the relation of these programs to new technologies and new occupations, and (3) the effective structuring of program offerings

1 *The place of graduate programs in professional preparation*

"American libraries made a great mistake when they insisted that all professional library education had to be at the graduate level," states Gardner, in that all staff

have had to be prepared "in the same program for the past 60 years" (1987, p 45) Like most other professions, library and information science is faced with the issue of recognizing different levels of staff responsibility -- and then training staff for these different levels Yet in America, considerable controversy appears to exist within the field over this issue

According to Gardner, other countries have resolved the issue more clearly than has America For example, in France, three separate levels of library staff -- library clerks, library assistants, and librarians -- have their own level of training

- Library clerks undertake routine, basic library work that requires only minimal library-specific training beyond compulsory education
- Library assistants, in contrast, undertake acquisition, classification, and cataloging, and work with the public in circulation, general reference, children's departments, and audiovisual services They have usually completed university-level coursework in library and information sciences that would be the equivalent of a minor at the undergraduate level in America
- Finally, librarians fulfill the most complex professional responsibilities and are the equivalent of graduate-trained professionals in America

Gardner reports that the French system is fairly flexible, with upward mobility common through the three levels Staff can move to a higher level either by acquiring additional educational training or, after a certain number of years of experience, by successfully completing qualifying examinations

In the United States, a less rigid system of employment categories exists, but corresponding levels of preparation are only now emerging within community colleges and baccalaureate-level institutions As an example, for entry-level employment in largely clerical and technical positions, community colleges offer both certificate and associate degrees in library assisting and information studies, including archival studies In California, at least 17 community colleges offered associate degrees in the field as of 1990 -- Antelope Valley, Cabrillo, Chabot, Citrus, City College of San Francisco, Desert, Fresno City, Foothill, Fullerton, Glendale, Hartnell, Mt San Jacinto, Palomar, Sacramento City, Sierra, Siskiyous, and Yuba These institutions together awarded 26 library-related degrees in 1989-90, 22 in 1990-91, and 25 in 1991-92 Another six colleges offer certificate or other programs in the field -- Cuesta, Imperial Valley, Los Angeles Trade-Technical, Marin, Rio Hondo, and San Jose City Some students in these programs already possess bachelor's degrees but enroll for specific library and information training because of their job responsibilities in information services within business corporations or other organizations

In addition, a number of baccalaureate degree-granting colleges and doctoral-level universities offer undergraduate training in library and information services leading to the bachelor's degree During the 1980s, for instance, several universities that already offered graduate library programs, including North Texas, Louisiana State, and Syracuse, began offering undergraduate programs in library and information fields, such as information resource management In 1984, Drexel University inau-

gurated a five-year B S program in information systems through its College of Information Sciences -- its graduate library school The program focuses on technical and behavioral aspects of information services, and it includes three six-month paid internships in an information service setting in order to prepare students for careers as systems analysts, applications programmers, and information systems specialists

Similarly, Pittsburgh offers a bachelor of science in information sciences that it describes as "preparing students in the use of modern technology for managing the growth and use of knowledge and meeting day to day demands for the application of knowledge resources to problem solving and decision making " And in Canada, the Université de Montreal and other institutions have created 30-hour undergraduate programs in archives and records management, in response to an information-access law that requires all public entities to organize their records so that in less than three weeks they can provide an answer to any citizen requesting information That law created a market for people specifically trained in records management, and library schools in Canada sought to satisfy this demand Although initially designed for personnel already working in the library field, the programs were later aimed at regular university students who combine this work, which is the equivalent of a minor, with their major course of study Reportedly, within three years of Montreal's creation of its program, as many students were enrolled in it as in the graduate program in library and information science

Nearly all of these new undergraduate programs have been in the information sciences rather than in librarianship as such A yet unanswered question is what library staff can best be trained in less-than-graduate-level education Both academics and practitioners have determined that solely undergraduate preparation is insufficient for professional librarianship, and some university faculty express concern that increasing emphasis on baccalaureate-level programs could hurt the library profession by lowering the standards under which librarians are prepared Some cite as an example a 1983 proposal (later withdrawn) from the U S Office of Personnel Management to require only a bachelor's degree with six library and information science courses for entry-level employment in federal libraries And some feel that preparation for library employment at the undergraduate level could more appropriately be offered as on-the-job training

Yet such opposition as this to baccalaureate programs in library and information science runs counter to the trend in most professions of an increasing array of specialists competent to work at different and increasingly complex levels -- as illustrated not only in the health professions but also in engineering and social services In his "conceptual model" of librarianship (1987), Ronald Bryson has described five roles through which librarians evolve custodians, responsive librarians, active librarians, innovators, and leaders He advocates that the bachelor's degree is appropriate for at least the first two of these roles -- custodians and responsive librarians -- and he recommends that library educators and the profession establish the legitimacy of a full range of education and training for related but differentiated positions in librarianship Basic cataloging, classification, and technology-driven

Despite the concern of some educators to associate-degree and baccalaureate preparation for library and information service, the trend toward differential staffing requires that faculty of graduate programs rethink their role in the preparation and upgrading of librarians and other information service specialists "

reference work and records management are areas of librarianship that seem particularly appropriate for undergraduate training Regarding records management, as of 1987 more than half of the accredited graduate library programs in North American included some courses on archives and records management from which it would not take much effort to develop undergraduate programs

Despite the concern of some educators to associate-degree and baccalaureate preparation for library and information service, the trend toward differential staffing requires that faculty of graduate programs rethink their role in the preparation and upgrading of librarians and other information service specialists As Evelyn Daniel notes, "the MLS is not alone We cannot continue to accept the fiction that the MLS is the first professional degree or the only professional degree" (1987, p 65)

2 *The relation of graduate programs to new technologies and new occupations*

The advent of new information technologies has necessitated major re-examinations of curricula in library programs Daniel observes that older cataloguing and classification courses have given way to information storage and retrieval course offerings, reference courses have been recast as reference and information service courses, and courses in library administration have expanded into a much broader study of generic administration and managerial theory and strategy

As the nearly sole preparers of professional librarians, schools of library and information service face the need to address wider issues of professional preparation than some traditionally saw as being within their purview Librarians today operate in a more complicated work environment than in years past, they must organize vast information resources, quickly adapt to new technologies, and make these resources available to an increasingly diverse public, some of whose members may be more technological literate than they themselves and who range from highly skilled researchers and scholars to novice researchers yet techno-literate school students

At the same time, libraries have suffered a steady retrenchment as federal, state, local government, and educational institution funding has declined and the costs of library materials has increased Staffing cuts at many libraries have significantly increased the workload on surviving staff All this has led to the need for workers who are both more technically skilled and able to work effectively with diverse clientele Just as libraries are developing new approaches to marketing and customer service in order to meet their clients' needs, it is clear that library schools will be expected to develop future librarians who are innovative and pro-active problem solvers -- "masters of change, not victims of it" (Paris, 1991, p 23)

Information technology has long been a part of library education, but innovations involving computers -- laptops, local-area and national computer networks, integrated systems, online data retrieval, CD-ROM data bases, and interactive audiovisual systems such as computer-linked videodiscs -- are transforming library information search, acquisition, retrieval, processing, and storage to an extent unimagined a quarter century ago To illustrate, as search technology becomes more sophisticated, librarians' training needs in online searching increase In response, schools of library

and information science are holding workshops for their students and area librarians at which vendors of online searching equipment for libraries, including Dialog, BRS, and Medline, introduce their new databases and search features, and some schools are offering advanced courses on online searches that emphasize their administration and database management and include instruction on establishing an online search service, operating the system, developing administrative policies for its use, and understanding the economics of its use Daniel notes that instruction in online searching often "serves as a bridge" between more traditional library courses and information science education

Much of the newer, computer-driven online searching capacity previously used exclusively by librarians is now available to library users themselves To make these holdings and databases more "user friendly" for library clientele, librarians skilled in operating online searching are turning their attention toward the design and management of the online databases

An incentive for library schools and libraries in general to accelerate the pace of their integration of state-of-the-art computer technology into their operations is the growth of other information services utilizing this technology Malinconico (1992) notes that an entire electronic database industry has developed in recent years, generating revenues of $11 billion in 1992 and projecting revenues of $22 billion by 1995 Initially, NASA and other highly specialized businesses were the main users of these separate information services, but they are now commonplace in business and industry Among corporations involved in providing these services is Ameritech (the regional telephone company that serves the midwest), which has acquired the rights to NOTIS -- an integrated data system used by academic libraries -- the OCLC LS200 system, and Dynix -- one of the world's most widely used library systems Simon & Schuster, Time Warner, US West (the Northwest states' "Baby Bell"), and Xerox are also developing or producing information delivery systems

While libraries will continue to be the chief front-line providers of print and electronic information to the general public, as well as the main consultants for the research information needs of scholars, students, and others, they can complement these newer corporate information providers by providing access points for their systems, offering assistance and professional training for users, and even acting as design partners for these systems Many information companies, for example, have much operational experience in the technology of delivering data but little expertise in designing and organizing access to those data By advancing the role of technology and the technological literacy and sophistication of their staff, libraries will be able to work in concert with these electronic data-base vendors

Besides computer technology, a second environmental change to which schools of library and information service are finding they must respond is the growth of private-sector information services Until recently, most graduates of these schools found work either in public libraries, educational institutions, or government and nonprofit special libraries, but -- as noted earlier -- corporate information centers offer a growing source of employment to graduate-trained librarians The main goal of these services is to provide useful and timely information to their parent company

Unlike school, academic, and public libraries, which generally run as essentially stand-alone operations, corporate libraries most often operate as support units within the organization in helping it achieve its objectives -- typically, the production and marketing of a product or service These units vary in sophistication from elemental data acquisition and dissemination operations to highly complex systems of information management, analysis, literature abstractors, and indexers They tend to focus on organizing, creating, and providing access to information for a specific group of users In the past, they have obtained this information largely from external sources, but in recent years they have shifted their focus to acquiring and disseminating internally generated information

"With the development of more advanced information technology, smaller and smaller business and other private-sector organizations are realizing the value of having a support unit to coordinate the collection and dissemination of information Since the focus of most library education programs historically has not been the private sector, developing ways to meet the evolving needs of these organizations offers library schools an opportunity to enhance their impact as well as their viability"

Although some positions in corporate and other private-sector information centers call for specific areas of expertise, most have need of persons with an information services management background or education This is why library and information service programs tend to provide good candidates for these positions A 1985 survey of large and mid-sized corporate library managers by White and Paris found that the school coursework they ranked as most important was mostly reference, online searching, advanced cataloging, and classification With the computer becoming the linchpin of corporate communication and information storage, further coursework in electronic information systems is becoming essential

Corporations usually have other data centers in addition to their information center or library -- for example, management information systems, records management, information analysis and support systems, and these different support units may tend to work in relative isolation from one another Thus many corporations look for library school graduates with strong interpersonal and communications skills -- people who can quickly acquire and transmit information among complementary and sometimes competing units within the larger organization

With the development of more advanced information technology, smaller and smaller business and other private-sector organizations are realizing the value of having a support unit to coordinate the collection and dissemination of information Since the focus of most library education programs historically has not been the private sector, developing ways to meet the evolving needs of these organizations offers library schools an opportunity to enhance their impact as well as their viability

3 *Effective structuring of program offerings*

Many graduate library education programs still operate as one-year programs, but as the breadth of information science has increased, some schools have found it impossible to cover important material in just two semesters Since the mid-1970s, some have offered their master's programs in a two-year format like many other professional schools Additionally, they have recognized that re-entry students far removed from their undergraduate training often need additional coursework in order to acquire new skills -- for example, in computer literacy -- that are required for advanced coursework Two-year programs often offer one full year of common core studies, sometimes an internship during the summer, and then a full year of more

specialized education in the profession

In California, UCLA's school offers its master of library science program of 72 quarter units as a full-time two-year course of study and its three concurrent-degree programs as two-and-one-half-year sequences At Berkeley, although students theoretically may complete the 28-unit master in library and information studies program in one year, they are advised to plan to spend three semesters plus a summer session to complete all of its required coursework successfully Berkeley students who do not attend full-time obviously require more than these three semesters to graduate, but because of University policy they must pay full-time fees for their part-time attendance

If increasing numbers of students applying to graduate programs in library and information science are "nontraditional," in that they are working adults seeking to change professions, schools would be wise to consider whether the full-time orientation of their programs may discourage prospective students who have heavier job and family responsibilities than those of young adults

San Jose State School of Library and Information Sciences has recognized the part-timeness of its student clientele in the design of its master's program, which requires the completion of 42 semester academic units and either a thesis or comprehensive examination The program can be completed in three semesters and one summer, with students who start in the fall taking summer coursework between their second and third semesters On both the San Jose and Fullerton campuses, the school offers courses at all times of the day and on Saturdays, and it offers a large part of the curriculum during the summer in twelve-, nine-, six-, and three-week sessions as well as in short courses during the four-week winter session The flexibility in design of this program enables working adult students to enter and complete this program with less disruption to their schedules than would a traditional two-year, four-semester, no-weekend-or-summer course graduate program

' not many adults contemplating a career change to library and information service can take the time or commit the financial resources necessary to complete a full-time two-year course of study If graduate library and information science programs are to increase their attractiveness, particularly for working and older students, a more adaptive program is needed than the standard full-time master's program schedule -- particularly one that makes no provision for part-time fees "

In summary, not many adults contemplating a career change to library and information service can take the time or commit the financial resources necessary to complete a full-time two-year course of study If graduate library and information science programs are to increase their attractiveness, particularly for working and older students, a more adaptive program is needed than the standard full-time master's program schedule -- particularly one that makes no provision for part-time fees

Conclusion

Despite the continuing financial problems of public and educational libraries, stemming from cutbacks during the 1980s of social services in general, the market for graduates of library and information service programs will increase into the next century -- most likely less within libraries *per se* than in information centers within other public- and private-sector organizations, ranging from telephone companies, and other data-intensive corporations to government agencies and non-profit organizations At the federal level, the new administration's commitment to strengthen information networks among academic institutions and corporations will increase the need for well-prepared specialists in information services and systems -- and for the programs that prepare them

because some library schools are seen as separate and apart from the ongoing activities and pursuits of their larger institution, they are more susceptible to closure than are other units within the institution Better integration of their programs into the life of the rest of the institution will stand those schools in better stead "

Unfortunately, because some library schools are seen as separate and apart from the ongoing activities and pursuits of their larger institution, they are more susceptible to closure than are other units within the institution Better integration of their programs into the life of the rest of the institution will stand those schools in better stead The leaders of a number of schools are already taking steps in this direction For others, this integration could take a number of forms, including

- Seeking greater cooperation with other units of the campus that rely on information technology and other library-related activities, for reasons of both effectiveness and political strength,
- Conducting more research on areas that benefit both the pursuit of knowledge and the academic status of the institution -- and then sharing the resulting knowledge with other academic and administrative departments, and
- Maintaining the most up-to-date offerings and responding to the evolving needs of the profession by soliciting the advice of library practitioners, non-library employers of graduates, and other information service specialists

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature

Members of the Commission

The Commission consists of 17 members Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly Six others represent the major segments of postsecondary education in California Two student members are appointed by the Governor

As of April 1995, the Commissioners representing the general public are

Henry Der, San Francisco, *Chair*
Guillermo Rodriguez, Jr , San Francisco, *Vice Chair*
Elaine Alquist, Santa Clara
Mim Andelson, Los Angeles
C Thomas Dean, Long Beach
Jeffrey I. Marston, San Diego
Melinda G Wilson, Torrance
Linda J Wong, Los Angeles
Ellen F Wright, Saratoga

Representatives of the segments are

Roy T Brophy, Fair Oaks, appointed by the Regents of the University of California,

Yvonne W Larsen, San Diego; appointed by the California State Board of Education,

Alice Petrossian, Glendale, appointed by the Board of Governors of the California Community Colleges;

Ted J Saenger, San Francisco, appointed by the Trustees of the California State University,

Kyhl Smeby, Pasadena, appointed by the Governor to represent California's independent colleges and universities, and

Frank R Martinez, San Luis Obispo, appointed by the Council for Private Postsecondary and Vocational Education

The two student representatives are
Stephen Lesher, Meadow Vista
Beverly A Sandeen, Costa Mesa

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs "

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California By law, its meetings are open to the public Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Warren Halsey Fox, Ph D , who is appointed by the Commission

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 98514-2938, telephone (916) 445-7933

Library and Information Services Education in California
Commission Report 93-20

ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938 Recent reports include

93-6 *The Master Plan, Then and Now Policies of the 1960-1975 Master Plan for Higher Education in Light of 1993 Realities* (April 1993)

93-7 *The Restructuring of California's Financial Aid Programs and Its Short-Term Aid Policy Recommendations of the California Postsecondary Education Commission* (April 1993)

93-8 *Undergraduate Student Charges and Short-Term Financial Aid Policies at California's Public Universities Recommendations of the California Postsecondary Education Commission* (April 1993)

93-9 *A New Policy on Undergraduate Student Charges at California's Public Universities Recommendations of the California Postsecondary Education Commission* (June 1993)

93-10 *A Dream Deferred California's Waning Higher Education Opportunities A Statement by the California Postsecondary Education Commission* (June 1993)

93-11 *Student Fees and Fee Policy at the California Maritime Academy A Report to the Governor and Legislature in Response to Supplemental Report Language of the 1992 Budget Act* (June 1993)

93-12 *Proposed Establishment of the Vacaville Higher Education Center of the Solano County Community College District A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges* (June 1993)

93-13 *Major Gains and Losses, 1986-87 to 1991-92 A Report on Shifts in the Popularity of Various Academic Disciplines as Fields of Study at California's Public Universities* (June 1993)

93-14 *Fiscal Profiles, 1993 The Third in a Series of Factbooks About the Financing of California Higher Education* (July 1993)

93-15 *Student and Staff Satisfaction with Programs for Students with Disabilities Comments by the California Postsecondary Education Commission on Reports Prepared by California's Public Systems of Higher Education in Response to Assembly Bill 746 (Chapter 829, Statutes of 1987)* (September 1993)

93-16 *Proposed Construction of the Madera County Educational Center in the State Center Community College District A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges* (September 1993)

93-17 *Faculty Salaries in California's Community Colleges, 1992-93 A Report to the Legislature and the Governor in Response to Supplemental Report Language for the 1979 Budget Act* (September 1993)

93-18 *Appropriations in the 1993-94 State Budget for Higher Education A Staff Report to the California Postsecondary Education Commission* (September 1993)

93-19 *Commission Activities and Concerns of the Past Decade A Retrospective of Issues Confronting California Higher Education Between 1983 and 1993* (September 1993)